Skills Assessment: Observation Checklist

Unit code, name and release number

CHCCCS019 – Recognise and respond to crisis situations (1)

Qualification/Course code, name and release number

TDC CIV CS CCS019

Version: 20210224

For queries, please contact:

Community Services Teaching Section
TAFE Digital, Strathfield

© 2022 TAFE NSW, Sydney
RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in the: Learning Bank

The content in this document is copyright © TAFE NSW 2022 and should not be reproduced without the permission of TAFE NSW. Information contained in this document is correct at the time of printing: 4 August 2025. For current information please refer to our website or your Teacher/Assessor as appropriate.

Instructions for the Assessor

The following Observation Checklist must be completed by the Assessor and emailed to the student upon completion of the role plays.

The student will upload the completed Observation Checklists to the OLS for marking.

Important: Before the role plays commence, the assessor must sight one form of photo identification of the student – e.g. TAFE student card (preferred), a valid driver's license or passport, etc.

Student's Photo Identification Sighted	
Assessor to Complete BEFORE the role plays commence	
ID type: D/L	**Assessor's signature:** *MAshworth*

Student's name: Lucien Carone
Student's TAFE #: **880996834**
Date role play completed: 25/7/25
Assessor's name: Mark Ashworth

Observation Checklist				
	Task/Activity Performed	**S**	**U/S**	**Assessor Comments**
1.1	Did the student build rapport with the client and listen empathetically to the details of the situation? Skills that should be demonstrated include: • Active listening • Empathetic responses • Appropriate questions • Reflective behaviours • Validation • Appropriate body language, tone and expectations of the client	☒	☐	The student welcomed the client using their name and the student explained their role as a worker today and how they will support the client. The student mentioned that the intake worker gave them some background information. The student listened to the client tell what has been happening in their life and what is going on for them now. The student validated the clients' difficulties and expressed courage and strength. The student demonstrated strength-based language throughout the interview. The student asked the client if they are feeling suicidal now, the student has established the client has been feeling suicidal today. The client established the client has a plan and bought some tablets. The student used summarising to ensure understanding to build rapport and trust. Active listening skills demonstrated throughout.
1.2	Did the student inform the client about rights, confidentiality, mandatory reporting and disclosure?	☒	☐	The student discussed privacy & confidentiality in a clear and simple manner with the client. The student provided some examples of locked files and computer password protections.

Observation Checklist				
	Task/Activity Performed	S	U/S	Assessor Comments
				The student explained mandatory reporting obligations and sought feedback from the client regarding understanding. The student told the client that their supervisor will be notified about the client's suicide thoughts and her son being at possible risk. The client handed over the tablets voluntarily. The client agreed to a suicide safety plan to not suicide for a period while services and supports are put in place. Crisis numbers-Lifeline,000, beyondblue-family friends supports
1.3	Did the student accurately identify the imminent crisis issues and respond appropriately to the client?	☒	☐	The student was quick to identified the client's language and body language around not coping. The student highlighted the positive as the client is reaching out for help today. The student demonstrated de-escalation skills to calm the client using a balanced voice, soft and gentle approach. The student has completed the suicide risk assessment with the client and has rated the risk as now low to moderate after talking with the client. The student identified some protective factors (Client relationship with Son, family, friends Awareness of issues and reaching out for help).

Observation Checklist				
	Task/Activity Performed	**S**	**U/S**	**Assessor Comments**
1.4	Did the student ask **direct** questions to determine the client's level of risk in line with the organisation's procedures and appropriate suicide assessment processes?	☒	☐	The student demonstrated direct questioning regarding suicide. Risk levels: Low-medium as the client says they are not feeling suicidal now; don't have a plan and have protective factors such as close family/friend's support. Clients GP to do a mental health assessment and a MHCP The client is willing to a safety contract with the worker, to not attempt suicide in the next 14 days until we meet again. Fridge magnet for crisis numbers
1.5	Did the student identify if there are any immediate dangers and risk to others and if so, did this include the mobilisation of emergency assistance?	☒	☐	The student asked directly if the client is feeling like suiciding today and have, they got a plan. The client said they don't have a plan . There are identified immediate risks to self but none to others. Eviction, suicide ideation , DV violence at home, isolation. Strategies to assist suicide ideations Suicide safety plan

Observation Checklist				
	Task/Activity Performed	**S**	**U/S**	**Assessor Comments**
				To not suicide for 10 days while strategies are implemented GP visit immediately Client was told to call lifeline, 000, Beyondblue Reach out to other family supports.
1.6	Did the student determine an effective intervention with the client? *Including a discussion of relevant principles of crisis intervention, professional ethics and legislation?*	☒	☐	Immediate appointment with GP for a MHCP and a MH assessment Risk assessment /safety contract The student voiced concerns of safety-Duty of care and demonstrated professional ethics Mandatory reporting obligations clearly explained.
1.7	Did the student pick up on statements made by Miriam that indicate risk of suicide?	☒	☐	The student picked up on this immediately and demonstrated appropriate responses to indicate care and steps to take moving forward. The student demonstrated appropriate response and put procedures in place to address concerns Intake form Risk assessment Suicide safety plan contract Protective factors

Observation Checklist				
	Task/Activity Performed	**S**	**U/S**	**Assessor Comments**
1.8	Did the student balance collaboration and direction according to the client's capacity and decision -making skills?	☒	☐	The student demonstrated a collaborative approach throughout the assessment process, continually asking what the client needs.
1.9	Did the student affirm and strengthen the client's links to safety and living?	☒	☐	The student was affirming throughout the role play and heard the client saying they are not safe at home with her abusive partner. The student brought up concerns that her son not being safe and at risk. This is a mandatory reporting requirement. Spending time with her family/friends Grief counselling To call if feeling like the feelings are returning 24 hr support lines offer Lifeline 000 Beyondblue DV line-1800respect Local DV women's & children's refuge- Redfern-case management, centrelink, housing pathways and DV supports

Observation Checklist				
	Task/Activity Performed	**S**	**U/S**	**Assessor Comments**
2.0	Did the student complete a Safety Action Plan (Suicide and Self-Harm) that includes agreed first steps to access the use of informal supports and professional help?	☒	☐	The student completed a safety action plan Safety contract Agreed to stay safe until support and services are in place. Tablets to be surrendered, phone follow-ups, GP appointments. If feelings of suicide come up again to call immediately: Lifeline Beyondblue Family/friends If the feelings and thoughts of suicide escalate to call: 000 Lifeline Coping strategies: GP to assess mental health and do a MHCP for counselling Seeking ongoing counselling through Women's DV services Grief counselling DV counselling 1800RESPECT

Observation Checklist				
	Task/Activity Performed	S	U/S	Assessor Comments
				Emergency accommodation DV service **Redfern- House wrap around services** **Centrelink** **DV package for the client**